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Restructuring the Philosophy of Education for Radiation Therapy: Shifting from the Behavioral Status Quo to a Progressive Model

Lawrence T. Dauer, M.S., C.H.P.
Christopher L. Horan, R.T.

Abstract

An understanding of the underlying philosophy of an educational program provides a basis for appropriate decision-making and improvements. In an effort to identify the current philosophy of education for the radiation therapy profession, various characteristics of radiation therapy educational programs were reviewed, including the purpose of the program, the roles of teacher and learner, the curriculum and competency requirements, typical teaching methods, and the certification process. Based on this review, radiation therapy educational programs were found to be based on a behaviorist philosophy. But is this the best approach? Will this approach continue to meet today's increasing demand for well-qualified therapists able to deliver high quality care and meet the needs of this rapidly changing field? Suggestions for improved outcomes through a shift in educational philosophy are discussed.

Student Assessment in Higher Education

James Johnston, M.S.R.S., R.T.(R)(CV)
Donna Lee Wright, Ed.D., R.T.(R),FAERS

Abstract

This review of literature examines methods of student assessment in higher education, both as a means of gauging student progress and as a method of student learning and growth. In the literature search, four methods of assessment appeared most often: traditional testing, portfolio assessment, peer assessment, and self-assessment. No one method was found to be superior in all learning situations, and all four methods were found to have merit and a place. A definition and overview are provided for each of the aforementioned methods of assessment along with important components, strengths, weaknesses, and potential applications for each in the radiologic sciences. Suggestions are then offered to provide guidance in selecting the appropriate method based on the purpose of assessment.